Global Competence
Resource Guide

This resource guide accompanies the 9-training modules developed for the Kentucky Department of Education. It provides the following:
- References to material used in the modules
- Clickable links referenced in the modules
- Reflection questions embedded throughout the modules
- Additional post-module reflection questions to accompany the training of each module
- Additional suggest resources
- Contact information
- Recommended citations for the modules
- Work-Across Template

Module 1
Global Competence: An Introduction

Slide 3:
- Global Leadership Excellence, LLC
  - http://www.globallycompetent.com/model/GCAAmodel.html

Slide 5:
- American Council on Education & The Coalition for International Education video
  - http://www.usglobalcompetence.org/videos/imperative_large.html

Slide 6:
- What was said during the video that you found intriguing?

  _____

  _____

- What "a-ha" moment did you have?

  _____

  _____

- What enabled you to deepen your understanding?

  _____

  _____

Slide 7:
- Reference: Mansilla, V., & Jackson, A. (2011). *Educating for global competence*. New York, NY: Asia Society.

Slide 9:
- Reference: http://asiasociety.org/mapping-nation/kentucky

Post-Module Reflection Questions:

1. **Why is it important to know the differences between the terms: multiculturalism, cultural competence, culturally relevant, and omnicultural? Discuss how the differences influence our thinking and how our understanding of global competence in shaped?**

2. **Why is being globally competent important at a local and regional levels? Why is it important at the national and global levels?**

Slide 3:
- Teaching is a Science – what does it mean to you?

  _____

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Slide 4:
- Teaching is an Art – what does it mean to you?

  _____

  _____

Slide 5:
- Teaching is a Language – what does it mean to you?

  _____

  _____

Slide 6:
- What meaning does your curricular domain convey? How does it do that?

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Slide 8:
- Link: https://www.actfl.org/advocacy/what-the-research-shows

Slide 9:
- Image: https://aappl.actfl.org/sites/default/files/AAPPL/5cs.jpg
- Link: https://www.actfl.org/sites/default/files/pdfs/World-ReadinessStandardsforLearningLanguages.pdf
- Link: Kentucky standard for World Languages Proficiency
  http://education.ky.gov/curriculum/conpro/Worldlang/Pages/Standards.aspx

Slide 10:
- What new insights emerge about your discipline when you think about it through the lens of the lens of being a World Language and the Communication domain?

  _____

  _____

Slide 11:
- What new insights emerge about your discipline when you think about it through the lens of the lens of being a World Language and the Cultures domain?

  _____

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Slide 12:
- Link:https://www.neafoundation.org/content/assets/2012/11/Global%20Competence%20Content-Area%20Matrices.pdf

Post-Module Reflection Questions:

1. Discuss how language instruction benefits academic achievement, cognitive development, and influences attitudes and beliefs about other cultures.

2. Discuss how the 5C's of Language Instruction compare to the Main Global Competence Matrix – what connections do you see?

Module 3
Global Competence: Self-Awareness

Slide 2:
- Link: http://www.globallycompetent.com/pub-pres/WhatDoesitMeantobeGCJSIEFall06.pdf

Slide 5-8:
- Reference: Ting-Toomey, S. & Chung, Leeva. (July 2013). Module 8: Knowledge of cultural self-awareness [Online module]. Retrieved from http://www.purdue.edu/cie/learning/global/toolkit/module8.html

Slide 5:
- Name 12 identities that fit you:

  _____   _____   _____

  _____   _____   _____

  _____   _____   _____

  _____   _____   _____

- Which three are the most important to you?

  _____   _____   _____

Slide 6:
- Which identity is most influenced by your culture/ethnicity? _____
    o In what ways?_____
- With which identity are you the most comfortable?_____
    o Why?_____

Slide 7:
- With which identity are you the proudest? _____
    o Why?_____
- With which identity are you the least comfortable?_____
    o Why?_____

Slide 8:
- If someone wanted to find out more about who you are, how should they approach you? How should they begin? What are the best ways to get to know you?

  _____

  _____

  _____

  _____

Slide 9:
- Reference: www.AACU.org

Slide 10:
- Reference: Sedikides, C., Gaertner, L., & O'Mara, E. M. (2011). Individual self, relational self, collective self: Hierarchical ordering of the tripartite self. *Psychological Studies, 56*(1), 98-107.

Slide 11:
- When you consider yourself as a Tripartite self, which self do you believe is most activated in you? How does your understanding of yourself differ when you activate a different self?

  _____

  _____

- How do you connect with this information? What challenges you about this?

  _____

  _____

Slide 12:
- Reference: Markus, H. R., & Conner, A. (2013). *Clash!: How to Thrive in a Multicultural World*. Penguin.

Slide 13:
- Link: https://www.youtube.com/watch?v=6vKRFH2Wm6Y
- Reference: Bennett, M. (2004). Becoming interculturally competent. In J. Wurzel (Ed.), *Toward multiculturalism: A reader in multicultural education* (2nd ed., pp. 62-77). Newton, MA: Intercultural Resource
- Link (reference): http://www.idrinstitute.org/page.asp?menu1=15

Slide 14:
- Where would you rank yourself: #_____

Slide 15:
Link: Journal links:
- http://www2.warwick.ac.uk/fac/soc/al/globalpad/openhouse/interculturalskills/globalpad__ilj.pdf
- http://jupiter.plymouth.edu/~megp/test/CulturalUnderstanding.htm
Links: Books
- https://www.hodder.co.uk/Nicholas%20Brealey/Nicholas%20Brealey.page

Post-Module Reflection Questions:

1. **In reflecting on self-awareness, how do you see these concepts connecting in your personal life? In what ways could you see increasing your self-awareness?**

2. **Why is self-awareness so important to the work of global competence?**

3. **How can you increase self-awareness among your students?**

Module 4
Global Competence: Risk Taking, Open Mindedness, and Attention to Diversity

Slide 2:
- Reference: Hunter, B., White, G. P., & Godbey, G. C. (2006). What does it mean to be globally competent. *Journal of Studies in International education*, *10*(3), 267-285.

Slide 6:
- Reference: Lerner, H. (2006). *Smart Women Take Risks: Six Steps for Conquering Your Fears and Making the Leap to Success*. McGraw Hill Professional.

Slide 9:
  Link: https://www.youtube.com/watch?v=ubNF9QNEQLA&feature=youtu.be

Slide 10:
- Reference: Bennett, M. (2004). Becoming interculturally competent. In J. Wurzel (Ed.), *Toward multiculturalism: A reader in multicultural education* (2nd ed., pp. 62-77). Newton, MA: Intercultural Resource
- Link (reference): http://www.idrinstitute.org/page.asp?menu1=15

Slide 12:
- Reference: Kwong, J. M. (2016). Open-mindedness as a critical virtue. *Topoi*, 1-9.
- Link (reference): http://www.ronritchhart.com/COT_Resources_files/8%20Cultural%20Forces.pdf

Slide 13:
- Reference: Kwong, J. M. (2016). Open-mindedness as a critical virtue. *Topoi*, 1-9.
- Reference: Hare, W. & McLaughlin, T. (1998). Four anxieties about open-mindedness. *Journal of Philosophy Education, 32*(2), 283-292.

Slide 14:
- Reference: Dweck, C. (2006). *Mindset: The new psychology of success*. Random House.

Slide 15:
- Reference: Finley, K. (2014). Four ways to encourage a growth mindset in the classroom. *EdSurge News*. Retrieved from: https://www.edsurge.com/news/2014-10-24-4-ways-to-encourage-a-growth-mindset-in-the-classroom/

Slide 16:
- Reference: Hare, W. (1983). Open-Mindedness in Elementary Education. *The Elementary School Journal, 83*(3), 212-219. Retrieved from http://www.jstor.org/stable/1001505

Post-Module Reflection Questions:

1. **Discuss risk taking. In what ways do you take smart risks?**

2. **What challenges do you think you would face in teaching smart risk-taking to your students?**

3. **Reflect on your attention to diversity – did you fall where you expected to on the Developmental Model of Intercultural Sensitivity?**

4. **What can you take away from Dr. Bennett's model to improve your sensitivity to diversity?**

5. **How can you facilitate opportunities for students to develop open mindedness or a growth mindset?**

Module 5
Global Competence: Historical and Global Awareness

Slide 2:
- Reference: http://www.globallycompetent.com/model/GCAAmodel.html

Slide 5:
- Link: http://teachertraveltips.weebly.com/uploads/5/9/2/0/5920837/globalcompetence_matrix.pdf
- Reference: The Global Competence Matrix was created as part of the Council of Chief State School Officers' EdSteps Project in partnership with the Asia Society Partnership for Global Learning.

Slide 7:
- Reference: K. Brennan, MIT; adapted

Slide 8:
- Reference: Hayes, S. C., Barnes-Holmes, D., & Roche, B. (2001). *Relational frame theory: A post-Skinnerian account of human language and cognition*. Springer Science & Business Media.
- Giudici, C., Rinaldi, C., & Krechevsky, M. (2001). *Making learning visible: Children as individual and group learners*. Project Zero, Harvard Graduate School of Education.

Slide 9:
- http://www.ibo.org/

Slide 10:
- Link: http://www.timeforkids.com/
- Link: http://www.nytimes.com/spotlight/learning-current-events
- Link: https://www.studentnewsnet.com/
- Link: http://www.timeforkids.com/around-the-world
- Link: https://twitter.com/usmissionuganda

Post-Module Reflection Questions:

1. **Discuss The EdSteps Global Competence Matrix. Reflect on your understanding of this model.**

2. **What lessons (from your own content, grade level) can you develop that will help students recognize perspectives?**

3. **How can you develop these lessons to use a local, national and global lens?**

Module 6
Global Competence: Cross Cultural Collaboration

Slide 2:
- Reference: Hunter, B., White, G. P., & Godbey, G. C. (2006). What does it mean to be globally competent. *Journal of Studies in International education*, *10*(3), 267-285.

Slide 4:
- Reference: Abbe, A., & Halpin, S. M. (2009). The cultural imperative for professional military education and leader development. *Parameters*, *39*(4), 20.

Slide 5:
- Link: https://geert-hofstede.com/
- Reference: Geert Hofstede, Gert Jan Hofstede, Michael Minkov, Cultures and Organizations: Software of the Mind. Revised and Expanded 3rd Edition. New York: McGraw-Hill USA, 2010

Slide 6:
- Reference: Brooks, M. & Brooks, J. (2015). Exploring opportunities and challenges of cross-cultural and international teaching, research, and service for hither education faculty members, in Erbe, N. (ed.). *Cross-cultural collaboration and leadership in modern organizations*. IGI Global.

Slide 7:
- Reference: Krajcik, J. S., & Blumenfeld, P. C. (2006). *Project-based learning* (pp. 317-34). na.
- Reference: Bell, S. (2010). Project-based learning for the 21st century: Skills for the future. *The Clearing House*, *83*(2), 39-43.
- Reference: Block, C. C., & Israel, S. E. (2004). The ABCs of Performing Highly Effective Think-Alouds. *The Reading Teacher*, *58*(2), 154-167.
- Reference: Pintrich, P. R., & De Groot, E. V. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of educational psychology*, *82*(1), 33.
- Reference: Shipman, S. D. (2015). The Role of Self-awareness in Developing Global Competence: A Qualitative Multi-case Study.

Slide 8:
- Reference: Zofi, Y. [Virtual Teams Channel]. 2012, August 6. *Virtual Challenge: Cross-Cultural Communications - AIM Strategies*. [Video File]. Retrieved from https://www.youtube.com/watch?v=7fUYsepiI2c

Slide 9:
- Reference: Erbe, N. D. (Ed.). (2015). *Cross-cultural collaboration and leadership in modern organizations*. IGI Global.
- Reference: Brunner, J. M. (2010). *Relationship building in a cross-cultural setting: the importance of intercultural competence* (Doctoral dissertation, Kansas State University).
- Reference: Moseley, A. (2009). Improving Cross-Cultural Communication Skills: Ask-Seek-Knock.
- Reference: Zhang, M. (2014). Rapport and Knowledge: Enhancing Foreign Instructor Credibility in the Classroom. *New Directions For Teaching & Learning*, *2014*(138), 29-39.
- Link (reference): http://www.apa.org/monitor/2014/12/ethics.aspx

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Post-Module Reflection Questions:

1. **What is the importance of cross-cultural collaboration and its connection to global competence?**

2. **How can you implement cross-cultural collaboration in your classroom, school building, and/or district?**

3. **Reflect on your collaborative skills, is there something you do well that you could share with others or an area of improvement that you want to seek help for?**

Module 7
Global Competence: Being a Change Agent

Slide 4:

- Reference: McLeod, S. (May 20, 2011). Ten reasons your educators are resisting your change initiative. *Education Week.* Retrieved from
  http://blogs.edweek.org/edweek/LeaderTalk/2011/05/10_reasons_your_educators_are.html

Slides 9-11:

- Reference: Beck, D.E. & Cowan, C. (2014). Spiral dynamics: Mastering values, leadership, and change. John Wiley & Sons. (Adapted by Jud Hendrix, Global Human Project)

Slide 14:

- Reference: Maslow, A. H. (1943). A theory of human motivation. *Psychological review*, *50*(4), 370.

Post-Module Reflection Questions:

1. **Think of a situation in which you or a colleague was resistant to change. How could your understanding of clarifying the vision (i.e., setting benchmarks and objectives) create opportunities for change to take place?**

2. **Reflect on your communication, do you include the voices of all stakeholders? What areas are consistently absent?**

Slide 3:
- Link: http://teachertraveltips.weebly.com/uploads/5/9/2/0/5920837/globalcompetence_matrix.pdf
- Reference: The Global Competence Matrix was created as part of the Council of Chief State School Officers' EdSteps Project in partnership with the Asia Society Partnership for Global Learning.

Slide 5:
- Link: http://asiasociety.org/education/whats-global-about-common-core-standards
- Link (reference): http://www.corestandards.org/about-the-standards/myths-vs-facts/

Slide 6:
- Link: http://www.nextgenscience.org/international-benchmarking
- Image: http://education.ky.gov/curriculum/conpro/science/Pages/Next-Generation-Science-Standards.aspx

Slide 8:
- Link: https://www.edutopia.org/pdfs/stw/edutopia-stw-jsis-additional-book-global-competence-excerpt.pdf
- Link: http://www.bie.org/blog/developing_globally_competent_students_through_pbl
- Link: http://stevensinitiative.org/what-we-do/opportunities/#virtualexchange
- Link: http://pbskids.org/designsquad/
- Link: http://us.iearn.org/projects#curriculum
- Link: https://theglobalclassroomproject.org/
- Link: https://education.microsoft.com/skype-in-the-classroom/overview
- Link: https://twitter.com/GlobalSavvy
- Link: https://www.aacu.org/diversitydemocracy/2015/summer/whitehead

Slide 11:
- Link: http://teachertraveltips.weebly.com/uploads/5/9/2/0/5920837/globalcompetence_matrix.pdf
- Reference: The Global Competence Matrix was created as part of the Council of Chief State School Officers' EdSteps Project in partnership with the Asia Society Partnership for Global Learning.

Post-Module Reflection Questions:

1. **Thinking about your content area and grade level, what challenges will you face in developing lessons that are globally competent? How will you overcome those challenges?**

2. **Where can you find support in developing globally competent lesson plans? Who can use your support?**

3. **How can you incorporation technology, resources, the community, or collaboration?**

Module 9
Global Competence: Putting It All Together

Slide 3:
- Reference: Hunter, B., White, G. P., & Godbey, G. C. (2006). What does it mean to be globally competent. *Journal of Studies in International education*, *10*(3), 267-285.

Slide 4:
- Where do you think your current strengths are in preparing students for global access?
  - How can you capitalize on these strengths?
  - How can you share them with others?

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- Where do you think you're currently vulnerable in your ability?
  - Do you know others who may have support to offer in this area?
  - How can you strengthen these areas?

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Slide 5:
- Image: https://aappl.actfl.org/sites/default/files/AAPPL/5cs.jpg

Slide 6:
- Reference: Danielson, C. (2009). Talk about teaching. *Thousand Oaks, CA: Corwin*.
In what ways have you been encouraged to expand your professional practice based on the Global Competence approach?

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_____

Slide 7:
- Reference: www.AACU.org
- Reference: Sedikides, C., Gaertner, L., & O'Mara, E. M. (2011). Individual self, relational self, collective self: Hierarchical ordering of the tripartite self. *Psychological Studies, 56*(1), 98-107.

Slide 8:
- Reference: Jacobs, A. & Meisberger, C. (2015). Self-reflection and professional growth planning. [PowerPoint slides]. Retrieved from http://education.ky.gov/teachers/PGES/TPGES/Pages/TPGES-Self-Reflection-and-Professional-Growth-Planning.aspx

- When you think about the places for self-reflection as suggested by the PGES, through the lens of the tripartite self and intercultural competence, what new insights emerges?

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Slide 9:
- Danielson, C. (2013). The framework for teaching. *Evaluation Instrument. The Danielson Group*.
- Reference: Hunter, B., White, G. P., & Godbey, G. C. (2006). What does it mean to be globally competent. *Journal of Studies in International education*, *10*(3), 267-285.

- What does it mean to be a smart risk taker in your professional responsibilities, especially as it relates to preparing students for Global Competence?

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- In your classroom environment, how can you be more attentive to diversity?

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- How does pushing your mind to be more open influence your planning, preparation, and instruction?

_____

_____

Slide 10:
- Consider again, Hartley's quote, "The past is a foreign country: they do things differently there." Does this shift your own perspectives of the past?

_____

_____

- How can global awareness competencies reshape your own judgements of history?

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_____

Slide 11:
- Reference: Abbe, A., & Halpin, S. M. (2009). The cultural imperative for professional military education and leader development. *Parameters*, *39*(4), 20.
- Link (reference): http://education.ky.gov/curriculum/pgmrev/Pages/default.aspx

Slide 12:
- As you think about the need for classroom instruction to push knowledge acquisition into whole person integration, how do your assessments reflect this shift?

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- How can you create both formative and summative assessments that capture this shift toward Global Competence wholeness?

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Slide 13:
- Reference: McLeod, S. (May 20, 2011). Ten reasons your educators are resisting your change initiative. *Education Week.* Retrieved from
  http://blogs.edweek.org/edweek/LeaderTalk/2011/05/10_reasons_your_educators_are.html

- Do you feel qualified to address the resistance to change? If not, what steps can you take to increase your ability?

Slide 14:
- Link: http://teachertraveltips.weebly.com/uploads/5/9/2/0/5920837/globalcompetence_matrix.pdf
- Reference: The Global Competence Matrix was created as part of the Council of Chief State School Officers' EdSteps Project in partnership with the Asia Society Partnership for Global Learning.

- When you think about the 4 EdSteps Global Competence capacities, how are they manifested in your own life?

- Can you communicate them to your students and colleagues?

Additional Resources

Kentucky Department of Education webpages:

Global Competence: http://education.ky.gov/curriculum/conpro/glocomp/Pages/default.aspx

World Languages: http://education.ky.gov/curriculum/conpro/Worldlang/Pages/default.aspx

Kentucky Teacher Newsletter/Global Competence and World Languages:
http://www.kentuckyteacher.org/subjects/global-competency-world-languages/

Recommended Books:

Boix Mansilla, V. & Jackson, A. (2011). *Educating for global competence: Preparing our youth to engage the world.* New York: Asia Society.

Lindsay, J., & Davis, V. (2012). *Flattening classrooms, engaging minds: Move to global collaboration one step at a time.* Pearson Higher Ed.

Tavangar, H. S. (2009). *Growing up global: Raising children to be at home in the world.* Ballantine Books.

Tavangar, H. S., & Mladic-Morales, B. (2014). *The global education toolkit for elementary learners.* Corwin Press.

Kaye, C. B. (2004). *The complete guide to service learning: Proven, practical ways to engage students in civic responsibility, academic curriculum, & social action.* Free Spirit Pub.

Reimers, F. M., Chopra, V., Chung, C. K., Higdon, J., & O'Donnell, E. B. (2016). *Empowering Global Citizens A World Course.* Charleston: Create Space.

Recommended Websites:

Asia Society: http://asiasociety.org/education/global-competence

Geert Hoftede: https://geert-hofstede.com/

Global Competence Aptitude Assessment: http://www.globallycompetent.com/

Global Competence Rubric for Program Development: http://global.wisc.edu/development/resources/global-competence-planning-rubric.pdf

Global Education Checklist: http://www.nccap.net/media/pages/Global%20Education%20Checklist1.pdf

Project Based Learning from BIE.org: http://www.bie.org/

Storytelling in the Classroom: https://storyarts.org/lessonplans/index.html

World Savvy: http://www.worldsavvy.org/program-toolkit
     *Note: The World Savvy Global Competence Matrix is a variation that uses: core concepts, skills, attitudes, and behaviors.

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http://www.globalhumanproject.net/
judhendrix @ globalhumanproject .net

Recommended Citations:

Shipman, S., Loper, K., & Sturgill, J. (2016). Global competence: An introduction -- A PowerPoint presentation for professional development. Louisville, KY: Bellarmine University.

Shipman, S., Loper, K., & Sturgill, J. (2016). Global competence: World languages approach -- A PowerPoint presentation for professional development. Louisville, KY: Bellarmine University.

Shipman, S., Loper, K., & Sturgill, J. (2016). Global competence: Self-awareness -- A PowerPoint presentation for professional development. Louisville, KY: Bellarmine University.

Shipman, S., Loper, K., & Sturgill, J. (2016). Global competence: Risk taking, open mindedness, and attention to diversity -- A PowerPoint presentation for professional development. Louisville, KY: Bellarmine University.

Shipman, S., Loper, K., & Sturgill, J. (2016). Global competence: Historical and global awareness -- A PowerPoint presentation for professional development. Louisville, KY: Bellarmine University.

Shipman, S., Loper, K., Hendrix, J., & Sturgill, J. (2016). Global competence: Cross cultural collaboration -- A PowerPoint presentation for professional development. Louisville, KY: Bellarmine University.

Shipman, S., Loper, K., Hendrix, J., & Sturgill, J. (2016). Global competence: Being a change agent -- A PowerPoint presentation for professional development. Louisville, KY: Bellarmine University.

Shipman, S., Loper, K., & Sturgill, J. (2016). Global competence: Writing globally competent lesson plans -- A PowerPoint presentation for professional development. Louisville, KY: Bellarmine University.

Shipman, S., Loper, K., & Sturgill, J. (2016). Global competence: Putting it all together -- A PowerPoint presentation for professional development. Louisville, KY: Bellarmine University.

Global Competence Work Across Method for Lesson Plan Development

1. Is the standard globally competent? If the KAS is your foundation, you're standing on solid ground for a good lesson plan.
2. What are your standards-aligned lesson objectives? Are they Globally Competent?
   a. The 4 competencies that form the hallmark of Global Competence (Boix Mansilla & Jackson, 2011) are:
      - Students *investigate the world* beyond their immediate environment.
      - Students *recognize perspectives*, others' and their own.
      - Students *communicate ideas* effectively with diverse audiences.
      - Students *take action* to improve conditions.

   Not every lesson will have all four competencies. In order to have a well-rounded, globally competent lesson, it's important to have at least three of the four. Let's take a look at how to analyze a lesson for global competence. (Note: The unit or project should incorporate all 4 competencies.)

		Investigate the world	Recognize perspectives	Communicate ideas	Take action
Presentation – what is the knowledge, skill, or concept that is central to the lesson?		☐Yes ☐No	☐Yes ☐No	☐Yes ☐No	☐Yes ☐No
Demonstration – how is the teacher teaching the knowledge, skill, or concept?		☐Yes ☐No	☐Yes ☐No	☐Yes ☐No	☐Yes ☐No
Application – how will the student demonstrate mastery of the knowledge, skill, or concept?		☐Yes ☐No	☐Yes ☐No	☐Yes ☐No	☐Yes ☐No